

CONTENT STANDARDS
Grade 1: Introduction to Social Studies

I. Time, Continuity, and Change: History	II. Power, Authority, & Governance: Government/Political Science	III. People, Places, and Environments: Geography	IV. Production, Distribution, and Consumption: Economics
<p>1.1 The learner will demonstrate an understanding of the way individuals, families, and communities live and work together now and in the past. The student should be able to</p> <p>1.1.1 identify characteristics that contribute to one's personal identity from birth to the present,</p> <p>1.1.2 compare and contrast family life in various places in the world and in history, and</p> <p>1.1.3 describe what communities in North America were like long ago and how they varied from one another.</p>	<p>1.2 The learner will demonstrate an understanding of government, its origins and functions, including civic life and politics. The student should be able to</p> <p>1.2.1 discuss the purposes of rules and laws and the consequences of breaking them and</p> <p>1.2.2 state sources of power and authority in his or her community.</p> <p>1.3 The learner will demonstrate an understanding of the foundations of American democracy, including its basic principles and the foundations of the American political system. The student should be able to</p> <p>1.3.1 identify ways people can work together to promote the principles and ideals of American society and</p> <p>1.3.2 name the historical figures, events, and national symbols that exemplify values and principles of American democracy.</p> <p>1.4 The learner will demonstrate an understanding of the role of the citizen in American democracy, including personal and civic rights and responsibilities. The student should be able to</p> <p>1.4.1 identify what it means to be a responsible citizen and</p> <p>1.4.2 describe and demonstrate skills to manage conflict.</p>	<p>1.5 The learner will demonstrate an understanding of the world in spatial terms. The student should be able to</p> <p>1.5.1 describe the purposes, characteristics, and uses of geographic representations such as maps, globes, and graphs;</p> <p>1.5.2 locate places within his or her community and in nearby communities;</p> <p>1.5.3 explain connections among places; and</p> <p>1.5.4 construct a simple map of a familiar area, incorporating cardinal direction and map symbols.</p> <p>1.6 The learner will demonstrate an understanding of places and regions. The student should be able to</p> <p>1.6.1 describe how physical and human processes work together to shape places,</p> <p>1.6.2 discuss ways in which different people perceive places and regions, and</p> <p>1.6.3 locate his or her own city/town, state, and the United States on a map.</p> <p>1.7 The learner will demonstrate an understanding of the role of human systems on Earth. The student should be able to</p> <p>1.7.1 define culture,</p> <p>1.7.2 list and explain how people in various places on Earth earn their livings,</p>	<p>1.9 The learner will demonstrate an understanding of how scarcity and choice impact economic activity. The student should be able to</p> <p>1.9.1 identify examples of scarcity in everyday situations and tell how it forces people to make choices,</p> <p>1.9.2 tell how families and communities work together to meet their basic needs and wants,</p> <p>1.9.3 discuss why consumers budget and save,</p> <p>1.9.4 define and give examples of barter,</p> <p>1.9.5 state examples of money being exchanged for goods and services,</p> <p>1.9.6 explain how people's choices determine what will be produced, and</p> <p>1.9.7 describe examples of making economic choices and explain what is given up when making a choice (opportunity costs/trade offs).</p> <p>1.10 The learner will demonstrate an understanding of markets and the role of demand and supply in determining price and resource allocation. The student should be able to</p> <p>1.10.1 give examples of people acting as consumers and producers.</p> <p>1.11 The learner will demonstrate an</p>

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		<p>1.7.3 explain the basic functions of transportation and communication networks, and</p> <p>1.7.4 describe how land is used in different parts of the world.</p> <p>1.8 The learner will demonstrate an understanding of interactions between the environment and society. The student should be able to</p> <p>1.8.1 explain ways people depend on the environment to meet their needs,</p> <p>1.8.2 name ways people use or change their environment, and</p> <p>1.8.3 list examples of the use of natural resources in people's daily lives.</p>	<p>understanding of the world of work. The student should be able to</p> <p>1.11.1 name a variety of jobs and give examples of daily economic activity within a city or community,</p> <p>1.11.2 discuss how people live and work together in families, and</p> <p>1.11.3 describe the importance of educational preparation for the world of work.</p> <p>1.12 The learner will demonstrate an understanding of government in the operation of markets. The student should be able to</p> <p>1.12.1 name government jobs in the community.</p> <p>1.13 The learner will demonstrate an understanding of the national economy and economic policies. The student should be able to</p> <p>1.13.1 identify how money is used in a community for the exchange of goods and services and</p> <p>1.13.2 illustrate the flow of money between businesses and households.</p>